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ABSTRACT

A study was conducted to determine the feasibility of a distance education network in the Eastern Caribbean. Two types of consultations were completed: a brief site survey of four Eastern Caribbean states (Grenada, Dominica, Antigua, and Saint Lucia) and a workshop in Saint Lucia to which education officials from government agencies and higher education institutions were invited. Through these sessions, information was gathered on the experience and resources of colleges of further education in distance education; the distance education technologies used by the colleges and their associated costs, the educational needs that such a network might address, and the financial opportunities and constraints for such a project. The study found that there is strong interest in distance education among tertiary institutions in the Eastern Caribbean. Television stations exist as means for providing distance education, but educational needs and the availability of other resources have not yet been established. Technical issues emerged with regard to the operation of a television network, and further research is needed to take advantage of opportunities. Finally, the study found that information sharing needs are acute at several levels, and that action, not more studies, is wanted since needs are acute. The study recommended that action steps should be taken to implement the recommendations made in the workshop and that surveys should be made of needs, materials, technical feasibility, and an information clearinghouse. (The report includes the following: a list of 9 references and 10 resources; a list of interviewees and contacts for site visits; the interview protocol and site survey information sheet; the agenda, attendees and overhead transparencies from the workshop in Saint Lucia; and a paper on the educational outreach efforts made by Sir Arthur Lewis Community College in Saint Lucia, presented by Madison Stanislaus.) (KC)

ED 364 767

THE COMMONWEALTH OF LEARNING

DEVELOPMENT OF A DISTANCE EDUCATION NETWORK IN THE OECS FEASIBILITY STUDY

FILLING A GAP IN A WAY THAT MAKES SENSE

REPORT OF A CONSULTANCY
TO THE COMMONWEALTH OF LEARNING

by

JUDY ROBERTS
ROBERTS & ASSOCIATES/ASSOCIÉS

June 1992

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DEVELOPMENT OF A DISTANCE EDUCATION NETWORK IN THE OECS FEASIBILITY STUDY

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June 1992

1 Dr. Michael Louis, Chief Education Officer, Ministry of Education, Culture & Labour, Saint Lucia: verbal communication to author, May 18, 1992.

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At The Commonwealth of Learning office in Vancouver: Professor James Maraj, Dr. Dennis Irvine, Mr. Bruce White, Mr. John Steward, and Ms. Annette Soane.

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In Dominica, Grenada and Antigua Dr. Kay Polydore, Mr. Leyland Jones and Mrs. Agnes Jeffrey, respectively, organized meetings with their colleagues, listed in Attachment I, all of whom gave generously of their time.

Professor Leslie Robinson and colleagues listed in Attachment III ensured that the workshop in Saint Lucia was a success.

Any errors or omissions in this report reflect my limitations, not the quality of the information and assistance rendered by my colleagues.

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1. Introduction

In response to interest generated by recent reports (e.g., Knox 1991, and Renwick et.al., 1992) and requests from Sir Arthur Lewis Community College (SALCC) and the Organization of Eastern Caribbean States (OECS), The Commonwealth of Learning (COL) contracted with Judy Roberts to conduct a feasibility study about a possible distance education network in the Eastern Caribbean.

More specifically, the study (May 16 to June 6, 1992):

(1) investigated the feasibility of developing a distance education network for colleges of further education, possibly using the HELEN satellite, among the Eastern Caribbean states using Grenada, Dominica, Antigua and Saint Lucia as examples.

(2) included the results of a two-day workshop with chief education officers and heads of tertiary institutions, during which interim recommendations were presented to advise them of the advantages and disadvantages of such an educational network.

(3) presented a written report with recommendations within two weeks after the completion of the study.

2. Consultation Process

Two types of consultations were completed: a brief 'site survey' of four Eastern Caribbean states (Grenada, Dominica, Antigua, and Saint Lucia), and a workshop in Saint Lucia to which Chief Education Officers and Heads of Tertiary Institutions from all OECS states were invited. The approaches taken were as follows.

2.1 Site Survey

The objective of the site survey was to gather information on these points:

(1) the experience and resources of colleges of further education in distance education;
(2) the distance education technologies used by and/or available to such colleges and their associated costs;
(3) the educational needs that such a network might address;
(4) the financial opportunities, constraints and contexts within which distance education would be implemented;

(5) local, regional or Commonwealth distance education resources known/available to the college; and
(6) any other relevant material.

A series of meetings was organized in each state to achieve that objective. At each meeting, an interview protocol was used to facilitate gathering comparable information from each state (see Attachment II). The protocol was used to guide the conversation and record information, and was not completed by interviewees as a questionnaire.

2.2 Workshop in Saint Lucia

Convened by COL at the suggestion of Mr. Leton Thomas, Principal of Sir Arthur Lewis Community College (SALCC), the workshop fulfilled three functions: (1) developing a common understanding of distance education which will underlie the report's recommendations, (2) exploring interim recommendations about the advantages and disadvantages of a distance education network, based upon visits to Dominica and Grenada, and (3) gaining valuable input from chief education officers and heads of tertiary institutions to the report while it was still at a formative stage.

The Workshop was chaired by Professor Leslie Robinson, Professor Emeritus, University of the West Indies and Coordinator of COL Caribbean Programmes. Chief Education Officers and Heads of Tertiary Institutions in OECS states were invited to attend (see Attachment III for a list of those able to be present).

Before the meeting, each participant was sent a copy of the COL/OLA Distance Education Information package.

3. Results

3.1 Site Survey

The meetings were not as representative or as extensive as they might have been. Officials had either had inadequate notice of the dates, or were away at other meetings. Attachment I lists those who were available. In spite of this limitation, it was possible to confirm several important findings.

3.1.1. Content

The course content areas taken from Dr. George Knox's work in Saint Lucia were perceived to be important in other jurisdictions. The most important needs,

listed in order of the frequency with which they were mentioned, were: (1) upgrading in Mathematics and English and teacher training, (2) advanced level courses[2] and CE for nurses, and (3) accounting technicians, CE for pharmacists, CXC courses, secondary school level courses, and upgrading (MA level) for tertiary faculty.

Some jurisdictions have course materials relevant to those needs. Saint Lucia already has a library of distance education courses from North Island College and Dominica was to receive preview materials from the Open Learning Agency. OCOD-CTTP is field testing print/audiotape courses for teacher qualification in Saint Lucia, Dominica and St. Vincent. There did not seem to be a systematic method by which the colleges informed one another of such materials' availability in the subregion.

3.1.2. Technologies

UWIDITE is the 'richest' distance education resource consistently available in the subregion and all colleges make use of it in some way. One college is linked to the government switchboard and another has only one telephone line, so no audioconferencing has taken place on tertiary campuses. Two colleges have computer labs and a printer, but neither has a modem that would facilitate a subregional e-mail system[3]. No mainframe facilities are available. All colleges have VCR machines, but no satellite dish or cable TV outlet. The issue of whether all cable stations would have a dish capable of receiving Galaxy 6 signals at times convenient to school or home learners, their coverage, etc. may also be problematic and requires research. Only one college has a CD-ROM player and the ICDL/COL database disc.

In summary, technical resources are limited and unevenly distributed within the tertiary system. The same statement may be true for local cable and television stations in both the public and private sectors.

3.2 Workshop in Saint Lucia

3.2.1 Review of Workshop

The presentations made by island representatives on work currently being done in their respective territories in distance education (DE) (Monday, May 25 at 9:30 AM) can be summarized as follows:

---

2 In addition to the 5 subject areas listed on the interview form, economics, French and Spanish were mentioned.

3 One is soon to be on order.

Antigua and Barbuda
* Only DE is UWIDITE.
* Anything done should be at minimal cost.

Dominica
* UWIDITE and OCOD-CTTP both active; DE Committee has been established.[4]
* Biggest need is teacher training.
* Want to have regional learning centres throughout the Island.

Grenada
* College is interested in participating in any local or subregional DE activity.
* Needs, in order of priority, are upgrading in math and English, CE for pharmacists and nurses, and courses for accounting technicians.
* Want regional learning centres throughout Island.

Montserrat
* UWIDITE to be installed by September with CIDA funding.
* A learning resource centre is being established at the Technical College which will have space for DE.
* The Mind Extension University is to be available through local cable.

St. Kitts
* Not present

Saint Lucia
* UWIDITE & OCOD-CTTP active; radio used in the past.
* School teachers had workshop on instructional videos; radio could be used more.
* Curriculum officers should be trained in the development of print modules.
* Teacher training need is acute: qualifications have been changed so even qualified teachers need modules.
* Ministry supports concept of regional centres.
* See also paper by M. Stanislaus (Attachment IV).

St. Vincent & the Grenadines
* Participates in UWIDITE and OCOD-CTTP.

In subsequent discussions, points emphasized included: (1) the need to do some DE in the subregion independent of UWIDITE, (2) the need to use television

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4 The commercial TV station MARPIN has already down linked one educational satellite conference from Miami, and is interested in aggressively pursuing the distance education market in Dominica.

in DE, (3) the pre-requisite of low cost for whatever is done, and (4) the desire to use a medium other than print.

The COL/OLA videotape was shown at 11:00 AM and was well received. The visual materials used by the consultant in that session and the 1:30 session, presented by flip chart, are shown in Attachment III.

3.2.2 Vision for Distance Education in the OECS

This presentation by the consultant occurred on Tuesday, May 26 at 9:00 AM, and was entitled 'Interim Proposals on Conclusions and Recommendations for an OECS Distance Education Network'.

Rationale

Like their colleagues in many other regions, educators in the OECS are challenged to provide the access and quality of education needed by their fellow citizens. For example, states in the subregion are struggling to train teachers who are unable to leave their classrooms to return to teachers' college for the certification which many of them do not have.[5] Centres of excellence are being created (e.g, business education in Antigua) at individual colleges as a method to ensure higher quality programmes. However, traditional classroom based approaches are not sufficient to meet the needs. There is a need to try something new to benefit people in the subregion.

Distance education would not only supplement and complement current classroom initiatives, but could prove to be a cost effective alternative for students. For example, the enrolments in Grenada's adult and continuing (ACE) evening programmes have been declining because of transportation costs which students must incur. A network of rural learning centres could make tertiary courses affordable for learners. If subregional needs in topics such as CXC and math/English upgrading were large enough, then OECS institutions and governments might be able to replicate the cost savings demonstrated in the United Kingdom, where Open University graduates constitute 10% of the annual graduating pool, but absorb only 5% of the overall university sector budget.[6]

Individual states are interested in investigating the possibilities of distance education. A few, for example Saint Lucia and Dominica, are currently implementing that approach. Many also take advantage of the UWIDITE system. What is needed now is a subregional initiative to harness subregional resources in support of local efforts.

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5 In Dominica alone, there are approximately 300 unqualified teachers in primary schools (Scales, 1992).

6 Videotape: Technology Applications in Distance Education. The Commonwealth of Learning/Open Learning Agency, 1991.

Mission

The mission of an OECS distance education initiative is to broaden, cost effectively, the access to and quality of education opportunities available at the tertiary level to citizens of OECS countries.

Objectives

Such a venture would have two objectives: (1) to develop a subregional and local capacity and infrastructure for distance education; and (2) to conduct a series of local and subregional pilot projects.

Implementation

Objective One: Capacity and Infrastructure

A. At the **subregional** level, the OECS could adopt a policy statement supporting distance education, and establish a distance education (DE) committee and information clearinghouse, possibly within the context of the anticipated OECS planning unit.

At the **local** level, each government could adopt a similar policy statement and establish a local distance education committee to develop local plans and policies, and to liaise with the sub-regional committee. The membership and terms of reference developed in Dominica might serve as a model which others could adapt to their own situation.

B. The OECS could adopt a 'centres of specialization' approach to distance education, with each country being responsible for developing, as a subregional resource, expertise in one of the following areas:

* learner support services
* learning design
* learning technologies
* evaluation and research
* administration and management
* international developments
* ongoing needs assessments & materials identification
* information clearinghouse on local, subregional and regional developments in DE.

These centres would act as 'consultants' to any local or sub-regional DE activities.

Objective Two: Local and Subregional Pilot Projects

1. Needs identification. Local and subregional education needs could be identified by each level of DE committee to better plan pilot projects. The list developed by Dr. George Knox, which was used in this study, could be adopted to facilitate compatibility with current needs assessment information. Curriculum and in-service applications could be included.

2. Materials identification. Once common needs were agreed to, then related existing resources could be located and evaluated. Television, radio, audioconference

and other formats could be researched before making choices such as 'develop courses in subregion vs. acquire existing ones', or 'use vs. adapt acquired courses'.

3. Pilot projects. Local and/or subregional pilot projects could be planned and conducted with a particular focus on the potential of television and/or radio. Associated learning support requirements could be implemented as part of such projects.

4. Technical feasibility. Any such projects should be preceded by technical feasibility studies that include factors such as technical, regulatory, staffing and financial requirements of transmitting educational TV or radio to homes, schools and/or tertiary institutions, particularly on a subregional basis.

5. Centres of specialization. Pilot projects should be planned with a view to beginning the process of creating such expertise in various states.

6. Workshop Options. To maximize local and subregional competencies in participating in any of the options listed above, workshops should be selected from the options such as:

* effective use of videotapes and TV broadcasts in the classroom;
* how to evaluate satellite based TV broadcasts: evaluating and choosing sources of satellite programming;[7]
* learning support systems and regional learning centres;
* learning design for multiple technologies;
* administration and management;
* evaluation and research.

Other workshops (one related to each centre of specialization) could be developed over time, but the above seem to be fairly urgently needed.

OECS Network

Various states seem to be at different stages of planning and to be interested in different technologies. As local and sub-regional initiatives are developed, they should occur within the context of a commitment by local DE committees to subregional technical compatibility and a commitment by the subregional DE committee to regional compatibility.

One of the mandates of the subregional committee could be to develop and support technical parameters for the subregional network. Such parameters should include a technical capacity for television, radio, computer/Telewriter, audioconferencing and print DE courses. Each state could develop its own network of rural learning centres linked by whatever technologies it chose, but any funding should be tied to documentation confirming subregional compatibility.

A schematic of the OECS multi-technology highway might look like Figure 1.

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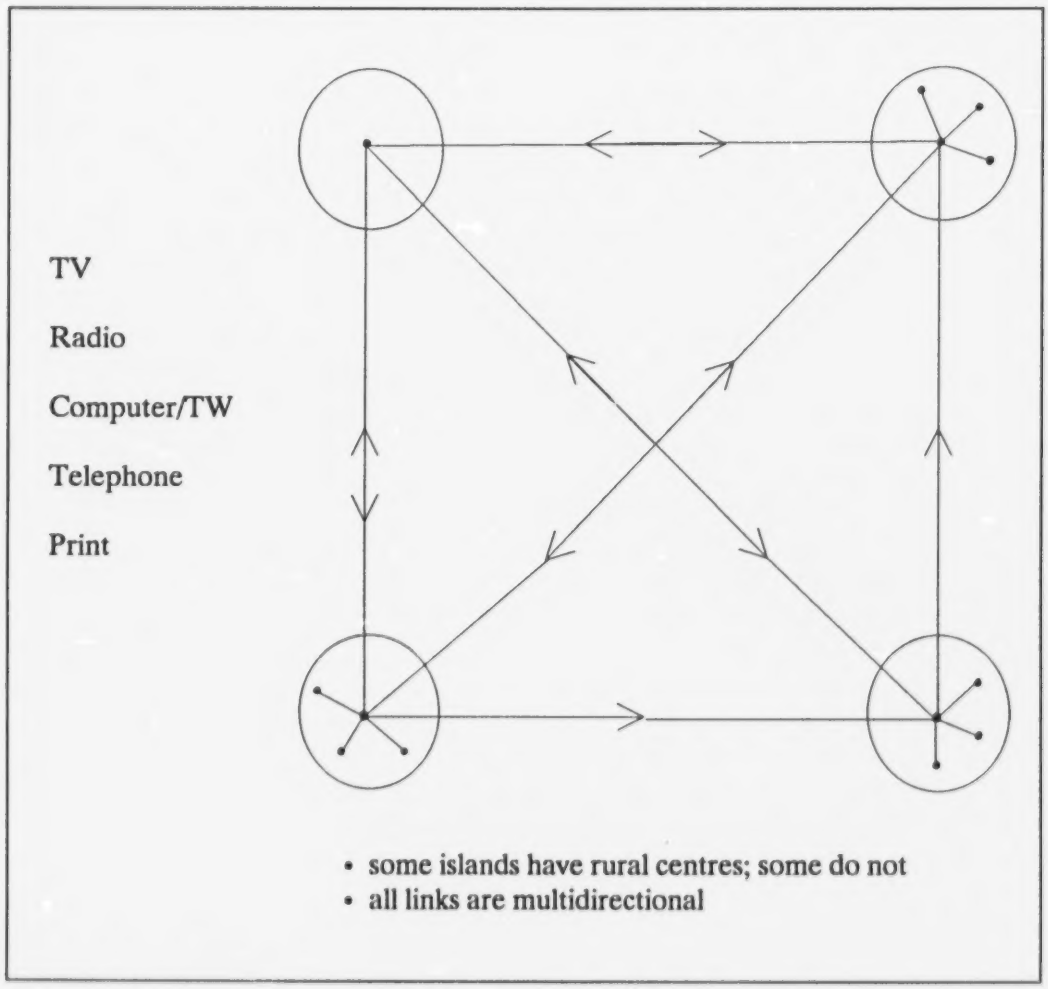
7 In Dominica, St. Lucia and Montserrat, commercial television suppliers are interested in 'selling' educational satellite re-broadcast services. It is important that educators take advantage of this potential partnership, but that they be in control of the selection of the sources and content of the broadcasts, and that appropriate learner support be provided.

FIGURE 1: Schematic Representation of a
Distance Education Network in the OECS



The local and subregional DE committees should use this highway to minimize travel costs.

3.2.3 Immediate Action Plan

For the balance of the Tuesday, the group made the following decisions after considering the above vision, which was positively received. These 'resolutions' were agreed to in the sessions originally entitled 'Group Session: Discussion on Proposals' (10:30 to 12:00) and 'Development of an Action Plan' (1:30 to 3:30 PM).

1. In view of the developments currently taking place in the region, especially the proposed expansion of UWIDITE, this group recommends that distance education in the subregion be placed under the auspices of the OECS Secretariat and that a Committee on distance education be established with some urgency.

This recommendation is consistent with the recommendations of the OECS Education Reform Strategy.

The core of such a distance education committee could, in the interim, be drawn from the Chief Education Officers and principals of tertiary institutions.

2. The group further discussed the need for a distance education network to serve adequately the needs of the OECS and recommends that the Secretariat initiate discussions with the COL to examine further steps in this direction.

4. Conclusions and Recommendations

4.1 Conclusions

1. There is a strong interest in distance education among tertiary institutions in the OECS subregion of the Caribbean. A cursory needs assessment process revealed common curriculum and in-service needs, and the potential for both local (e.g., meeting the teacher training challenge by empowering colleges to serve remote regions better within a country) and subregional (e.g., meeting the teacher training challenge by strengthening colleges through team teaching across common curriculum or receiving satellite programmes) pilot projects.

There are competing priorities involved in taking action to advance this interest. Aggressive marketing by various local private television stations is creating pressure to use television in distance education. However, educational needs and the availability of relevant programming have not yet been well researched.

2. Two technical issues emerged. The first is that the Galaxy 6 satellite covers the entire Caribbean (and may reach as far as Canada), HTS has offered access to the uplink in Saint Lucia, and Sir Arthur Lewis College is interested in working with others in the subregion to share access to the uplink. Conceptually, television could be pioneered in the OECS as a distance education delivery system. The second issue is that there was strong interest in audioconferencing on a local and subregional basis. Although the OECS institutions do not see the UWIDITE system as satisfying

their needs, the first logical technical option is to explore questions such as how to operate the UWIDITE system more flexibly on a subregional basis, how to add local bridges and how to add a UWIDITE site at each tertiary college.

3. Information sharing needs are acute at several levels. One is within COL's networks of staff, consultant and fellows.
For example, this consultant was not aware of Mr. Dick Scales' very recent work in Dominica until colleagues there wondered why a second COL person was visiting seeking the same information. A COL fellow also apparently visited Antigua the week before this consultant did. Another is within the OECS. For example, few of the Ministry or College personnel knew that selected colleagues had visited Ontario under COL auspices, nor that COL fellows had visited some OECS countries recently. Another is at the Canadian end. In the short time frame of this study, projects were mentioned involving Saskatchewan Institute of Applied Technology (Dominica), Memorial University of Newfoundland (UWIDITE), OCOD (Saint Lucia, Dominica and St. Vincent), and the several consultants from OISE, Waterloo, OLA, etc. who have visited under COL auspices. Considerable synergy and benefit to COL and the OECS could result if all those active in the region or sub-region were better informed about one another's work.

4. There is a strong feeling in the OECS that action, not more studies, is wanted as needs are acute.

4.2 Recommendations

Three priority recommendations are:

1. COL should respond positively should OECS implement the actions recommended by the workshop participants. A three part action study could be implemented:

(a) needs assessment and materials selection: each state should be consulted to validate and extend the content needs identified in this report; relevant, existing course materials should then be identified, evaluated and, if necessary, adapted;

(b) technical feasibility: the technical, regulatory, financial and scheduling issues inherent in using the Galaxy 6 satellite should be examined state-by-state; a similar study should be done with respect to audioconferencing potential;

(c) information clearinghouse: the feasibility of setting up a minimal function under OECS auspices, perhaps on a very modest user pay basis, should be aggressively pursued.

The first two tasks should be implemented concurrently to facilitate a decision on the most practical, cost effective distance education configuration for the OECS.

2. Any technology planning activities for UWIDITE should be expanded to

include the needs of the OECS. A management study should be conducted to identify organizational and financial options available to UWI that would permit it to respond (and be seen to be responding) to the concerns and needs such as those expressed at the workshop.

3. COL should consider, perhaps jointly with CIDA or the CDB, entertaining a proposal from a team of Canadian distance educators to design and implement a coordinated programme of consultations to the OECS subregion and to the greater Caribbean region over a 2-3 year period to implement these recommendations and to address any other related needs.

Two other recommendations, that could be acted upon should there be any urgent requests from the OECS states to do so, are:

4. OECS states that have not benefited from the type of work that Dr. George Knox and Mr. Dick Scales performed in Saint Lucia and Dominica respectively could be targeted for a visit from a COL fellow to expedite their local projects, and to 'level the playing field' in the subregion.

5. A workshop could be organized for the OECS subregion on the issues related to identifying and evaluating sources of satellite television programmes, how to use video broadcasts and tapes effectively in the classroom, and how to support home learners watching educational television. A workshop on the use of radio would probably also be well received by many of the workshop participants.

These recommendations endeavour to balance the strongly felt needs to capitalize on private sector television partnerships and to take immediate action to move forward on some front, with the need to build the capacity for well conceived distance education that is applications, not technology, driven. Distance education should be a means to empower the subregion to produce knowledge, not be a tool that perpetuates the area's role as consumer of knowledge produced elsewhere.

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pp. 31-46.

George V. Knox. A Learning Centre for the Southern Region of Saint Lucia and Other Distance Education/Open Learning Projects. The Commonwealth of Learning: August, 1991.

Hilary Perraton. Administrative Structures for Distance Education. Commonwealth Secretariat & The Commonwealth of Learning: September, 1991.

William Renwick, Doug Shale, Chandrasekhara Rao. Appraisal of Distance Education at the University of the West Indies. Draft Report. The Commonwealth of Learning: February 1992.

R.W. (Dick) Scales. Report to The Commonwealth of Learning Visit to Dominica, March 6-20, 1992.

Phil Smith. Excerpt from report describing his interviews in the Eastern Caribbean, February 10-14, 1992.

Madison Stanislaus. OECS/COL Distance Education Conference. Paper on Distance Education at Sir Arthur Lewis Community College.

Al Trask. University of the West Indies Distance Education Teaching Experiment (UWIDITE). Improvement/Expansion Technology Proposal. April 1992.

John R. Verduin & Thomas A. Clark. Distance Education: The Foundations of Effective Practice. San Francisco: Jossey-Bass, 1991.

Resource List

American Council for Distance Education and Training, Inc. (ACDET), an affiliate of the International Council for Distance Education (ICDE), 16414 San Pedro, Suite 680, San Antonio, Texas 78232. Steve Brown, Ph.D., Secretary Treasurer

American Journal of Distance Education. 403 South Allen Street, Suite 206, The Pennsylvania State University, University Park, PA 16801-5202. Michael G. Moore, Ed.

Canadian Association for Distance Education. 151 Slater Street, Ottawa, Ontario K1P 5N1. Ken Clements, Secretariat

Canadian Satellite Learning Services, Inc. The Satellite Event Management Guide. 775 Pacific Road, Unit #37, Oakville, Ontario L6L 6M4

Commonwealth of Learning. Directory of Courses Available by Distance: Vol. 1, Teacher Education, and Directory of Courses and Materials for Training in Distance Education. 777 Dunsmuir Street, Suite 1700, Vancouver, BC V7Y 1K4.

International Council for Distance Education. Office of the Permanent Secretariat, Gjerdrums vei 12, N-0486 Oslo 4, Norway. Reidar Roll, Secretary General.

International Centre for Distance Learning. The Open University, Walton Hall, Milton Keynes, MK7 6AA. Keith W. Harry, Director

Journal of Distance Education. Centre for Distance Education, Simon Fraser University, Burnaby, British Columbia, V5A 1S6. Joan Collinge and Monique Layton, Eds.

Virginia A. Ostendorf, Inc. P.O. 2896, Littleton, Colorado 80161-2896. Down Link Directory, Volumes One & Two; TeleClass Teaching; Teletraining and Distance Education Directory, Fourth Edition.

COL Fellows from OECS Ministries of Education, Ontario, March 1992:

Ms. Claudia Francis, Education Officer, Adult Education, Saint Lucia
Mr. Dennis Bell, Curriculum Development Coordinator, Grenada
Ms. Yvonne Gaynes, Curriculum Development Officer, St. Vincent & The Grenadines
Ms. Vaple Burt, Education Officer, St. Christopher & Nevis

Other fellows were from Guyana, Jamaica, Barbados, Trinidad & Tobago, and Belize. For more information, contact Susan Phillips at the COL office in Vancouver.

ATTACHMENT I

LIST OF INTERVIEWEES and CONTACTS[8]

Saint Lucia

Sir Arthur Lewis Community College
- Mr. Leton F. Thomas, Principal
- Ms. Beverley Josie, Administrative Assistant
- Ms. Marie Montout, Secretary
- Mr. Madison Stanislaus, Coordinator, Continuing Education Department
- Mr. Robert Harvey, Assistant Coordinator
- Ms. Veronica Augustin, Vieux Fort
- Ms. Penny Dubak & Ms. Dorothy Pearson, North Island Community College
- Claudius

Ministry of Education
- Dr. Michael Louis, Chief Education Officer

Dominica

Ministry of Education
- Dr. Kay Polydore, Tertiary Education Adviser

Dominica Teacher Training College
- Mrs. Frances Harris, Principal and Chair, Dominica Distance Education Committee

University of the West Indies
- Mr. Vernon Shaw, Resident Tutor (Acting)
- Mr. Lawrence

Ministry of Health
- Ms. Jean Jacobs, Principal Nursing Officer

Clifton Dupigny Community College
- Mr. Henry Volney, Director, Academic Studies
- Roy

MARPIN TV Co,. Ltd.
- Mr. R. B. M. (Ron) Abraham, Managing Director

---

8 Listed in chronological order of site visits.

Grenada

Ministry of Education
Mr. Leyland Jones, Chief Education Officer

Grenada National College
Dr. Vere Pitt, Principal
Mr. Irwin Ollivierre, Vice-Principal

Antigua

Antigua State College
Mrs. Agnes Jeffrey, Vice-Principal

Ministry of Education
Mrs. Evelyn Sheppard, Chief Education Officer

ATTACHMENT II

INTERVIEW PROTOCOL

and

SITE SURVEY INFORMATION SHEET

INTERVIEW PROTOCOL

1. What is the experience of your institution in distance education?

* courses offered? see sheet
* resources allocated? see sheet
* learning design and learner support services? see sheet

Other Items: Org chart for DE?
Sources of funds to date?
Collaboration with another OECS state?
Internal/external 'political' support for DE?

2. What technologies have you used and/or could you use?

* used? see sheet
* available? see sheet

3. What educational needs do you think an OECS distance education network might meet?

e.g., educational needs: see sheet + what else?

services such a network could offer

most feasible technology?

4. What would be the financial opportunities, constraints and context within which a DE network would have to function?

* e.g., per capita grant, student tuition fees, % increase/ decrease annual budget

most likely sources of funding network, 3-5 year time-frame possible, institutional ability to contribute to costs

5. What local, regional or Commonwealth DE resources are available to help support the formation of such a network?

* local: _____

* regional: UWIDITE _____

OCOD-CTTP _____

other _____

* Commonwealth: _____

6. Other issues

e.g., OECS collaborative educational projects already underway? credit transfer, common curricula, exams, etc.

SITE SURVEY INFORMATION SHEET

Date _____

Name of Organization _____

Name of Person _____

Title of Person _____

1. **Experience in DE**

   (a) **content**

   * Secretarial and Business Computer:[9]
   * Clerk Typist _____ * Secretary _____
   * Bookkeeping Clerk _____ * Auto-Off Clerk _____
   * Computer Operator _____ * Other _____

   * Upgrading in Mathematics and English

   * Accounting Technicians

   * Advanced Level Courses: Sociology _____ Accounting _____
     Business Studies _____ English _____
     Mathematics _____

   * OECS Microcomputer Workshop[10]

   * CE for Pharmacists _____ CE for Nurses _____

   B.SC.N _____[11] CXC Courses _____

   * Other content _____

   _____

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9 All based on North Island Office Administration courses
10 Uses videotapes from U. Vic. and North Island
11 Also uses videotapes (U. of Victoria)

(b)**resources**

* academic content: $ _____ # faculty _____

* course production: $ _____ # staff _____

* learning design support available _____

* operations: $ _____ # staff _____

* learner support services available _____

2. **Technologies used/available**

* computer _____(u) _____(a) * fax _____(u) _____(a)

* modem _____ * VCR _____

* printer _____ * a/c _____

* mainframe _____ * cass. _____

* UWIDITE _____ * cable TV _____

* other _____

costs of technology: fixed and variable

* computer _____(u) _____(a) * fax _____(u) _____(a)

* modem _____ * VCR _____

* printer _____ * a/c _____

* mainframe _____ * cass. _____

* UWIDITE _____ * cable TV _____

* other _____

3. **Educational Needs** (based on Saint Lucia Study by Dr. George Knox)

* Secretarial and Business Computer:[12]
  * Clerk Typist _____ * Secretary _____
  * Bookkeeping Clerk _____ * Auto-Off Clerk _____
  * Computer Operator _____ * Other _____

* Upgrading in Mathematics and English

* Accounting Technicians

* Advanced Level Courses: Sociology _____ Accounting _____
  Business Studies _____ English _____
  Mathematics _____

* OECS Microcomputer Workshop[13]

* CE for Pharmacists _____ CE for Nurses _____

B.SC.N _____[14] CXC Courses _____

* Other Needs _____

_____

4. **Financial opportunities, constraints & context**

* per capita grant _____

* student tuition fees _____

* annual budget increase/decrease _____

12 All based on North Island Office Administration courses
13 Uses videotapes from U. Vic. and North Island
14 Also uses videotapes (U. of Victoria)

ATTACHMENT III

AGENDA, ATTENDEES and OVERHEADS from WORKSHOP IN SAINT LUCIA

May 25-26, 1992

Chair: Professor Leslie Robinson
Venue: OECS Secretariat

MONDAY, 25 MAY 1992

9:00 to 9:30 AM	Opening Ceremony	Chairman: Mr. Leton F. Thomas
	Introductory Remarks	Mr. Jimmy Emmanuel Education Adviser, OECS
	Welcome Address	Hon. Louis George Minister, Education, Culture & Labour
	Remarks from COL	Professor Leslie Robinson
	Overview of Workshop	Ms. Judy Roberts
	Vote of Thanks	Mr. Leton F. Thomas
9:30 to 10:45 AM	Presentations by Island Representatives on Distance Education in their Respective Territories	Chairman: Professor Leslie Robinson
10:45 to 11:00 AM	**COFFEE BREAK**	
11:00 to 12:15 PM	Developing a Common Understanding of Distance Education	Ms. Judy Roberts
12:15 to 1:30 PM	**LUNCH**	
1:30 to 3:00 PM	Interim Proposals on Advantages & Disadvantages of Distance Education Network for the OECS	Ms. Judy Roberts
3:00 to 3:15 PM	**COFFEE BREAK**	
3:15 to 4:00 PM	Comments and Views of OECS Chief Education Officers on Interim Proposals	Chairman: Professor Leslie Robinson

TUESDAY, 26 MAY 1992

9:00 to 10:15 AM	Interim Proposals on Conclusions and Recommendations for an OECS Distance Education Network	Ms. Judy Roberts
10:15 to 10:30 AM	**COFFEE BREAK**	
10:30 to 12:00 PM	Group Session: Discussion of Proposals	Chairman: Professor Leslie Robinson
12:00 to 1:30 PM	**LUNCH**	
1:30 to 3:00 PM	Development of an Action Plan	Facilitator: Ms. Judy Roberts
3:00 to 3:15 PM	**COFFEE BREAK**	
3:15 to 4:00 PM	Concluding Remarks	Ms. Judy Roberts and Chairman Professor Leslie Robinson

ATTENDEES

Antigua

Antigua State College
Dr. Alistair Francis, Principal

Dominica

Ministry of Education
Mr. Tony Lockhart, Chief Education Officer
Dr. Kay Polydore, Tertiary Education Adviser

Montserrat

Montserrat Technical College
Mr. Paul Payne, Principal
Mr. Randal Greenaway

Saint Lucia

Sir Arthur Lewis Community College
Mr. Leton F. Thomas, Principal
Mr. Madison Stanislaus, Coordinator, Continuing Education
Mr. Robert Harvey, Assistant Coordinator
Ms. Veronica Augustin, Vieux Fort
Ms. Penny Dubak, Consultant from North Island Community College
Ms. Dorothy Pearson, Consultant from North Island Community College

Ministry of Education, Culture and Labour
Hon. Louis George, Minister
Dr. Michael Louis, Chief Education Officer

Organization of Eastern Caribbean States
Mr. Jimmy Emmanuel, Education Adviser
Mr. Herbert Sabaroche, Tech. Voc. Education
Dr. Wolfgang Teschner, E.E.C. Adviser

St. Vincent and the Grenadines

Ministry of Education
Ms. Yvonne Gaynes, Curriculum Development Officer
Teachers' College
Mr. Chester Rogers, Principal
Technical College
Mr. Franklin Jack, Principal

FLIP CHART OVERHEADS

Monday, May 25, 1992 11:00 AM

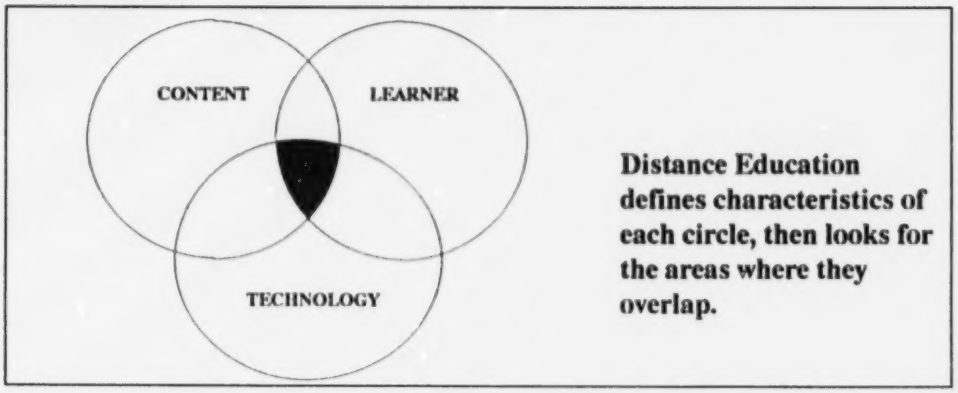
1. Definition of Distance Education
'Word Association' by Participants

* distance
* paced & non-paced learning
* video
* computer assisted
* designed system
* satellite
* separation
* education by remote control
* communication
* access
* educational technology
* flexibility
* specialized material
* independent study
* correspondence
* student training
* cost effectiveness
* motivation
* modules
* tutorial support
* mechanism

2. Definition of Distance Education
Verduin & Clark, 1991

* separation of teacher and learner most of the time,
* the influence of an educational organization,
* use of media (educational technologies) to link teachers and learners and to convey content, and
* two-way communication between teacher (tutor) and learner.

3. The 'Intersecting Circle' Model


CONTENT
LEARNER
TECHNOLOGY
Distance Education defines characteristics of each circle, then looks for the areas where they overlap.

4. Distance Education Expertise & Competencies

* administration & management
* learning design ..... needs assessment
* learning support services
* research and evaluation ..... international context
* technical systems

Monday, May 25, 1992 1:30 PM

Interim Proposals on Advantages & Disadvantages of a Distance Education Network for the OECS

1. **ASSUMPTIONS**

* Regional
* Tertiary
* Television
* Radio

2. **REGIONAL**

Advantages	Disadvantages
* economies of scale	* 'scale' vs 'scale'
* avoid duplication	* states overwhelmed
* build on strengths	* collaboration costs
	* may be different values

3. **TERTIARY**

Advantages	Disadvantages
* simpler with one level	* lose scale of cross-sector
* materials exist	* lose articulation
* needs exist	
* interested leadership	

4. **TV & RADIO**

Advantages	Disadvantages
* pace and motivate learners	* high production standard may be expected by public
* advertise DE to non-learners	* costs
* public profile of institution	* inflexible schedule
* 'best' for some content	* ? 100 % penetration
* 'best' for some learning styles	* no interaction
* private stations interested as partners	* materials not at CXC level?
* materials available for TV	* copyright
	* cultural values of imports

ATTACHMENT IV

PAPER PRESENTED BY

MADISON STANISLAUS

Sir Arthur Lewis Community College

May 25, 1992

SIR ARTHUR LEWIS COMMUNITY COLLEGE

SAINT LUCIA

INSTITUTIONAL BACKGROUND:

Sir Arthur Lewis Community College was established under an Act No. 8 of 1985, to provide a place of education offering instruction in:

Agriculture;
Arts, Science and General Studies;
Health Science;
Teacher Education and Educational Administration;
Technical Education and Management Studies;

and in such other fields of education as the Minister may from time to time determine.

2. With the establishment of the Sir Arthur Lewis Community College, the institutions which formed part of the Morne Educational Complex ceased to exist as separate administrative units and have been integrated into the Community College. Thus, the College comprises to date - three main Divisions with a Dean as head of each Division, a College Library with a Librarian as head, a Department of Continuing Education, a Department of Nursing Education and a Computer-Based Learning Centre. The main Divisions are:

Division of Arts, Science and General Studies;
Division of Teacher Education and Educational Administration;
Division of Technical Education and Management Studies.

3. The first step in the establishment of a Health Science Division has been taken with the establishment of the Department of Nursing Education. It is hoped that other departments will also be established as well as a Division of Agriculture, which will commence the Diploma in Agricultural Science in September 1992.

4. The mandate which has been given to the College enjoins us as a Community to:[1]

(a) prepare middle level persons for the world of work;

(b) increase the opportunities for higher education;

1. REPORT *Sir Arthur Lewis Community College Mission Statement.*

(c) foster personal development of the students; and

(d) be a resource to the entire St Lucian community.

5. Sir Arthur Lewis Community College is committed to the concept "Education is a Life Long Process" and that, in this rapidly changing world, adults must find meaningful ways to adapt to the challenges facing them. Accordingly, the Department of Continuing Education was established in 1988 "to address the continuing learning needs of the general public, so as to assist adults to broaden their knowledge, skills and attitudes through the provision of structured learning experiences."[2]

6. The Department of Continuing Education is responsible for the organisation, administration and co-ordination of evening part-time courses, programmes, workshops, seminars and other modes of formal and informal learning, designed for career enhancement or general interest. There is a sense that the future success and development of the work of this Department is inextricably tied to our ability to meet community needs of the future.
To accomplish this it is necessary therefore to:

1. have initially as many students in evening and part-time programmes as there are students enrolled in full-time day courses and programmes;

2. provide opportunities for students unable to be offered a place in any Division, particularly in the Division of Arts, Science and General Studies, to pursue their interest through evening classes;

3. bring the courses and resources of the College to the out-districts so that the College would be serving the Nation;

4. utilize distance learning techniques to achieve those ends.[3]

DISTANCE EDUCATION CENTRE:

7. At our 1989 Annual Graduation Exercises we were fortunate to have as the Guest Speaker Dr. James Maraj, President of the Commonwealth of Learning, who delineated the possibilities and advantages of Distance Education for small island states like St.Lucia. We immediately initiated dialogue with the Commonwealth of Learning and since then

[2] *Sir Arthur Lewis Community College General Calendar 1990.*

[3] *Sir Arthur Lewis Community College - Policies, Practices and Development Prospects - A position paper prepared for Consultation on Tertiary Education. Leton Thomas.*

we have been actively working with the Institute in developing a capability for using distance education techniques in the delivery of courses. In this regard it is hoped that:

a). through the Colleges' modularisation process, to make available a variety of courses offered during the day on a full-time basis available to evening part-time and potential students in the out-districts;

b). establishing Distance Learning Centres in main towns around St.Lucia, and at the same time upgrade the Outreach capabilities of the College;

c). develop the mechanisms and facilities which need to be set up to sustain effective centres and well co-ordinated programmes.

d). access self-instructional, relevant and affordable learning packages for those centres;

e). explore the use of a television facility as an Educational Channel as part of its distance teaching activities;

f). explore the use of the local radio station as an avenue to disseminate distance education learning materials throughout St. Lucia, and so complement teaching at the Learning Centres.

8. For the above to come about, the following activities have taken place most time with the help of the Commonwealth of Learning.

8.1. A Cooperant from North Island College (NIC) in Canada in the person of Dr. George Knox was assigned to Sir Arthur Lewis Community College for a period of nine months, mainly to:

a). conduct a feasibility study into the establishment of pilot out-reach centres for distance education courses;

b). set out the structure, administration and management required for the operation of the centres;

c). examine the needs of the community for courses and establish guidelines for responding to needs, having regard to financial, personnel and equipment resources;

d). initiate teachers and potential teachers to distance education techniques and in particular with ways of operating the centres and servicing students at the out-reach centres.

8.2 The Co-ordinator of the Department of Continuing Education attended a Tech/Voc Distance Education Conference in Hong Kong from 15th to 19th November, 1990. The overall aim of the Conference was:

"To bring together participants from both developing and developed countries within the Commonwealth, with an interest and involvement in Vocational and Technical Education and training and explore ways in which they are able to support, encourage and take part in practically oriented, co-operative distance educationand open learning projects which share talents, expertise, programmes, facilities and resources."

8.3 A Learning Centre in the Southern part of the Island is presently being organised, where the following services and facilities are proposed:

Classroom with computers and typewriters
Quiet study areas
Audio/Visual equipment
Specific subject tutorials and counselling
Audio and video tape library
Photocopier, Fax machine (soon to be installed)
Limited book loaning facilities
Self-instructional printed materials
Packages in the following certificate programme areas:
Receptionist
Clerk Typist
Secretarial
Accounting Assistant
Computer Operator

8.4 Three Specialists from North Island College (NIC) are on assignment at SALCC for a period of one month each, specifically to:

a). modify NIC material to meet the specific needs of SALCC;

b). work with the staff of SALCC in the setting up of the Office Administration delivery system;

c). assist staff in the development of registration and administration procedures;

d). train administrative and part-time teaching staff in distance teaching techniques and procedures.

9. The Distance Education Centre is established to set up a non-traditional system offering access to Tertiary level programmes for adults in the Southern Regions of St Lucia. The Centre aims at opening up opportunities by overcoming barriers that result from geographical isolation, finance, personal and/or work commitments, special individual needs or conventional course structures that have often prevented people from gaining access to the training they need.

10. The Instructional Learning materials are affordable and they provide flexible learning opportunities such as studying at home, working full-time while maintaining domestic commitments and responsibilities. In other words, the Centre caters for adult students anxious to combine quality education with differing individual life style choices.

ACTIVITIES OF CENTRE:

11. As indicated, the Distance Education Centre (DEC) of the Southern Extension Service (SES) will offer a variety of courses/programmes that are suitable for persons wishing to pursue Post-Secondary (Tertiary Level) Education. Students will use Individual Instructional packages (obtained from North Island College) that are interesting and are flexible enough to serve the diverse educational needs of adult learners. Students will have access to audio, video learning materials, computers, typewriters and trained counsellors/tutors who would interact with students on a one-to-one basis.

12. Students will enroll in courses that allow them to complete a portion of their studies on their own time and the remainder, depending on the option chosen, under the supervision of a tutor. Students may choose between three options for some of the course:

(1) the Class Option

(2) the Individualized Option

(3) the Distance Learning Option.

In all the Options, students will use the same instructional packages, will be examined in the same way and will be eligible to receive the same certificate. All students will be able to communicate with the Centre via telephone and/or correspondence in addition to personal contact with a tutor who will be available most times.

12.1 <u>CLASS OPTION</u>

By paying an extra fee, any student may be registered for scheduled sessions and be paced through the course. In addition, the student is able to use the Centre's facilities and tutorial support at any time. In other words this option utilises an integrated system of instruction that involves the completion of an educational transaction between Learner, Tutor, Printed Material and Educational Technology. The class option can only be offered if there are sufficient registrants for a course.

12.2 INDIVIDUALIZED OPTION

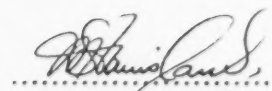
Students may register anytime of the year the Centre is open, receive all of the course materials and use the Centres equipment and tutorial support, when scheduled. In this option, students enjoy the flexibility of an 'open' system, where duration of enrolment need not be the same as the class option.

12.3 DISTANCE LEARNING OPTION

This option is similar to the Individualized option except that the student studies at his/her own pace and time and would be physically at a distance but could communicate with his/her personal tutor by telephoning. In practice the student arranges a study contract with the College when he/she purchases an instructional package. He/she receives a study blue print that itemises certain important features of the course; eg: dates that assignments must be handed in, dates that exams will be sat etc. Courses which are dependent upon college equipment cannot be offered at a distance.

ACKNOWLEDGEMENTS:

13. We at SALCC wish to acknowledge with grateful thanks the contribution which the COL has made in assisting us to expand our Continuing Education programmes and courses through the use of Distance Education techniques.



Madison Stanislaus

May 1992.